

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Wilmot School District
Accountability Review - Monitoring Report 2012-2013

Team Members: Diane Reyelts, Team Leader; Joan Ray, Education Specialist; and Cindy Kirschman, Transition Liaison

Dates of On Site Visit: October 2, 2012

Date of Report: October 25, 2012

All non-compliance must be corrected within one year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;

- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION

ARSD 24:05:24:01. Referral. Referral includes any written request which brings a student to the attention of a school district administrator (building principal, superintendent, or special education director) as a student who may be in need of special education. A referral made by a parent may be submitted verbally, but it must be documented by a district administrator. Other sources of referrals include the following: (1) Referral through screening; (2) Referral by classroom teacher; (3) Referral by other district personnel; (4) Referral by other public or private agencies; and (5) Referral by private schools, including religious schools.

Corrective Action:

Through a review of student files and data gathered by the team, referrals are being made but not put into writing before conducting an initial evaluation.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<div>Student #</div> <div>10</div> <div></div> <div></div> <div></div> <div></div>	<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The district must develop procedures to ensure all referrals are documented and brought to the attention of a school district administrator.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>-</div><div>The district must submit procedures to be used to ensure all referrals are documented and brought to the attention of a school district administrator.</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>-</div><div>Written referral</div><div>-</div><div>Prior notice consent for evaluation or parental prior written notice stating the district’s decision not to evaluate based on informal review.</div></div>
		<div>Timeline for Completion:</div> <div>January 1, 2013</div>	<div>Timeline for Completion:</div> <div>Within one year of this report date</div>

ARSD 24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

Corrective Action:

Through a review of student records, the monitoring team noted in two files assessments were administered in areas not identified on the prior notice consent provided to the parents. In addition, in two student files reviewed assessments were not conducted in all areas noted on the prior notice.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<p>Student # 3-Consent gained to assess articulation, but not completed. No consent acquired to evaluate hearing and sensory development.</p> <p>Student # 6-Evaluated social skills without consent.</p> <p>Student # 9-Consent was gained to complete a developmental test, but the file contained no evidence that one was given.</p>	<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district must develop procedures to ensure comprehensive evaluations are conducted to assess all the areas identified on the prior notice consent and no additional areas for which permission has not been obtained.</p>	<p>The district will collect and submit to SEP the following data:</p> <ul style="list-style-type: none"> - The district must submit procedures to be used to ensure comprehensive evaluations assess all the areas identified on the prior notice consent and no additional areas for which permission has not been obtained. 	<p>Upon successful completion of Prong 1, the district will collect and submit to SEP the following data for one student evaluated since the on-site review:</p> <ul style="list-style-type: none"> - Prior notice consent for evaluation - Copies of all evaluation reports
		Timeline for Completion: January 1, 2013	Timeline for Completion: Within one year of this report date

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following: (7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and (8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Corrective Action:

Through a review of student records and interview, the monitoring team noted that a comprehensive evaluation was not conducted in one student file reviewed.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 7- Though the team was considering	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify	The district will collect and submit to SEP the following	The district will collect and submit to SEP the following

eligibility in the category of Other Health Impairment, documentation of a chronic or acute health problem was not included in the evaluation.	compliance. Activity/Procedure: 1. The district must acquire consent to conduct additional evaluation to ensure a comprehensive evaluation is completed for each category of suspected disability for each student. Evaluation reports must be written and copies provided to parents. The IEP team must meet to determine eligibility and amend the current IEP, or write a new IEP to reflect current evaluation and eligibility data.	data: 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. Revised or new IEP	data: 1. Prior notice consent for evaluation 2. Copies of all evaluation reports 3. Meeting notice 4. Eligibility document 5. New IEP
		Timeline for Completion: January 1, 2013	Timeline for Completion: Within one year of this report date

<u>Prong 1:</u> Data submitted will be used to verify correction of each individual case of noncompliance.
<u>Prong 2:</u> Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u> . Verification of correctly implemented policy/procedure/practice identified in Prong 1.
Target Date for Completion:
Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 3 – Participation/Performance on Assessment

Reading

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

State Target: 96.9% District %: 100% District Response: We make the schedule as student-friendly as possible and our testing coordinator tracks down kids who miss school to get tests made up.

Indicator 3 – Participation/Performance on Assessment

Math

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

State Target: 79%

District %: 46.09%

District Response: We have introduced a new text which is more aligned with the standards.